

CONCLUSIÓN

Con el desarrollo de la Inteligencia Emocional no podemos pretender cambiar las situaciones que nos generan malestar, tales como la actitud altiva de un profesor, por ejemplo, o las discusiones con el compañero de pupitre. Sin embargo, nos libera del desgaste psicológico al que nos vemos sometidos en muchas ocasiones, permitiendo, de este modo, que el alumnado no perciba el contexto educativo como un elemento de estrés y que disfrute del día a día además de sonreír tras los tropiezos que se puedan encontrar en sus andares personales y profesionales. ●

Bibliografía

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Out & About

Título: Out & About. **Target:** Profesores de Inglés ESO. **Asignatura:** Inglés. **Autor:** Antonio Daniel Juan Rubio, Licenciado en Filología Inglesa, Profesor Asociado Universidad Alicante, Profesor Secundaria Inglés.

Introduction: In this topic, students will learn how to correctly order food in a restaurant and any other free time activities.

Stage General Objectives: a, b, c, g, h.

Area General Objectives: 1, 2, 3, 4, 6, 7.

Evaluation Criteria: 1, 2, 3, 4, 6, 7, 8, 9.

Topic: Out & About

Level: 3rd Form Compulsory Secondary Education. They study English as First Foreign Language. The group is made up of 30 students; 15 of them have an average level; there are five whose level is over the average and 10 whose level is rather poor, therefore our planning will include three different levels.

Justification of the unit: The students selected this title themselves. They found *Out and About* very interesting for the large number of things which could be commented on when exploiting it.

At the beginning of the school year they were given a chart with different attractive and related to their own interests and background. They had to tick fifteen favourite topics out of a list of thirty different ones; since by negotiating the content with the students they get much more involved in the teaching process. The topics chosen by the larger number of students were taken as the immediate reference of our classroom planning.

Connections: The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project as the most important aim NO DISCRIMINATION FOR SEX REASONS.
- School Curricular Project: Relation with the area of Social Sciences, Plastic and Visual Education, and Mathematics.
- Crosscurricular Topics: Education for Sex Equality (Sexual Equality in Advertising), Consumer's Education.

Temporalization: The unit will be taught in the first term and will be the third unit of this term, since the two first ones are necessary for their previous knowledge of this particular one.

Timing: Six fifty-minute sessions, that is, two weeks.

Specific Didactic Objectives:

- Ordering food in a restaurant.
- Use of everyday English sightseeing vocabulary
- Construct 1st and 2nd type conditionals.
- Extract specific information from a written document.
- Ask for/give directions referred to facilities.

Contents:

CONCEPTS	PROCEDURES	ATTITUDES
<p>Functional:</p> <ul style="list-style-type: none"> • Speak about future events. • Revise how to speak about real conditions. • Establish hypothetical statements. <p>Grammatical:</p> <p>Future by means of:</p> <ul style="list-style-type: none"> • 'going to' • Present Continuous. • Future Simple. • Past Simple. • Present Conditional. <p>Lexical:</p> <ul style="list-style-type: none"> • Revision: days, months, years, hours & seasons. • Prepositions used with each category. • Exhausted, relaxed, furious. • Food words & favourite dishes. <p>Phonological:</p> <ul style="list-style-type: none"> • has got/'s got, are/ 're, will/ 'll, will not/ won't, cannot/ can't. • schwa sounds. 	<ul style="list-style-type: none"> • Follow the instructions given. • Contextualise a dialogue. • Guess the contents of a topic. • Predict information and check it afterwards. • Identify the correct formulae to follow a telephone conversation. • Compare information with other classmates. • Look and match. • Listen and check. • Listen and repeat. • Unjumble a jumbled dialogue. • Scanning for key words. • Deduce vocabulary from context. 	<ul style="list-style-type: none"> • Be interested in one's own learning process. • Respect other people's opinions. • Value one's own culture and that of the target language. • Participate in pair and group work. • Respect other people's possessions and items displayed in shops. • Make use of new learning and vocabulary.

METHODOLOGY

We will base it on the principles established by the law, but apart from that, every activity has its own specific methodology, mainly referred to number of students taking part, grouping, classroom management, grading of difficulty, etc.

MATERIALS

Here we include all the different materials used both by the teacher and the students. On the other hand, we also make the distinctions between authentic material, semi-authentic material, and material made by the teacher or the students.

We must emphasise the use of attractive and motivating material. Here we also include any

other aids used such as: overhead projector, CD-player, TV, vídeo, computer, etc.

The material used throughout the didactic exploitation is also to be evaluated by the users.

As far as this topic is concerned we will work with photocopies, monolingual and bilingual dictionaries, consulting books, song, games, different copies, recordings, crosswords, etc.

EVALUATION OF THE WHOLE PROCESS

As far as evaluation is concerned we must evaluate everything:

- The students' previous knowledge, through a brainstorming session, although we can also set a written assessment.
- We must assess to which extent the students achieve the objectives established at the beginning, both stage and didactic ones. In order to check this, the students will take a written assessment (to value individually their work) and the final task will also be marked to be marked their team work. In both cases the students will know what the marking criteria are, according to the agreement established by the English Department.
- We also take into account the overall opinion of the students along the five sessions established, since their view on the teaching-learning process is written down on the students' self-assessment record, or co-assessment record, evaluation of the teacher, his/her methodology, well as the evaluation of any material used.

SUMMATIVE EVALUATION

Here we will take into account:

- The evaluation criteria established in relation to the didactic objectives and those established by the law.
- Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar).

DESCRIPTION OF SESSIONS

SESSION 1: INITIAL EVALUATION

To start with, the students are told what the schedule of the unit will be, included the final task (a Project: find/draw pictures of at least three famous national sights and write about them). Therefore they will know what to do. They will be allowed to ask whichever question they may think important or whenever they have difficulty they will ask for help.

Step 1. Brainstorming. (15 minutes)

The teacher asks the students what the title of the unit suggests them. At this stage they will be shown different pictures, posters, photos, headlines written on the blackboard, etc., which will help them as the first input to give different opinions about this particular topic. Their opinions will be praised and if possible written on the blackboard to be used in a conceptual map that we will be made with the information given. At this stage we will also use different colour transparencies and a video tape.

Step 2. Warm up. (10 minutes)

We will check, by looking at the photographs and seeing their reactions, what their previous knowledge about the topic and the contents included in the unit is. This will be their initial evaluation or assessment; but not written assessment will be done. So, the activities will be mainly as follows:

- Contextualise the dialogue in the video tape.
- Look at printed material to find information.
- Guess what type of text they are dealing with.

Step 3. Listening. (10 minutes)

- Listen to identify examples of different future forms, which they will have to deduce from the text.
- Listen to extract information referred to future events.
- The confident students will be asked to try and identify future forms by listening to a CD.

This activity will be performed at two different levels: fast finishers who will think of future actions about their own lives and the rest of the class will concentrate on the sentence examples - listened to - written on the blackboard.

- Sound check: Students match the contracted forms ('ll) with the full forms will). Play the cassette. Students identify contractions then check in pairs. Play the cassette again and students repeat the procedure.

Step 4. Reading, speaking, & writing. (ten minutes)

This activity is to work in groups (5 groups x 6 students each). The students will have to look at 6 different questions included in a Quiz, and answer orally. Once they have done so in pairs they will write a short quiz to test other students. Change partners. Ask and answer.

Step 5. End of Session 1. (five minutes)

The students will write on their school diary their impressions about the first session of the unit which will be also their self-assessment record. Meanwhile the teacher will also fill out the most outstanding information in the students' personal continuous assessment record referred to this first session.

SESSION 2: FORMATIVE EVALUATION.

Step 1. Warm up. (five minutes)

Revision of all the relevant information given in session 1. Feedback.

Step 2. Listening and read (eight minutes)

Play a CD. Answer four questions based on the information in the CD. Fast finishers will make a list of food and ingredients to prepare their favourite meals. Average students will cooperate to find ingredients and those with a higher difficulty will cooperate with the list of food words. They will read out the answer to the questions, the list of food words, the ingredients and favourite dishes.

Step 3. Role-play. (10 minutes)

Exchange between a waiter and a customer in a pizza restaurant, using pairwork. Feed back one or two pairs and work on any remedial problems with the functional language.

Step 4. Guessing the meaning or new vocabulary. (12 minutes)

Ask students what they think sightseeing means. If they don't know, refer to different situation where tourists are involved. Then ask them what sights a tourist can see in their capital city. Before the class starts working on the exercise, set the fast finisher task: they can write possible questions a tourist may ask. Feed back of both groups.

Step 5. Reading and match headings to paragraphs. (ten minutes)

The students are asked to read four different paragraphs A-D, and identify the information with the following headings: a) Travel information, b) Special dates, c) Dates and times of opening, d) Safety restrictions.

Then they will have to suggest where this information may be found. Then they will look at some pictures to identify where the pictures were taken. Feed back their experiences and opinions.

Step 6. End of Session 2. (five minutes)

The students will write on their school diary their impressions about session 2 which will also be their self-assessment record. Meanwhile the teacher will also fill out the most outstanding information in the students' personal continuous assessment record referred to this second session.

SESSION 3: FORMATIVE EVALUATION.

Step 1. Warm up. (five minutes)

Revision of all the relevant information given in the second session.

Step 2. Reading strategies. (five minutes)

The exercise to be done aims at helping the students deduce meaning of unknown vocabulary from context. Students read through phrases and match them to the pictures, taking account of what the unknown words may mean.

Step 3. Word building. (ten minutes)

The teacher writes the word admission on the blackboard and asks what part of speech it is. Write the column heading NOUN. Ask if they know the verb from admission and teach, if necessary.

Focus attention of noun endings by underlining -sion and -ment. Such as confirmation, restriction, imagination, communication, direction, government, celebration, entertainment. Fast finishers can mark the stress on the nouns above.

Complete different sentences with the correct words above.

Step 4. Writing. (ten minutes)

Students write an informal letter to one of their pen friends telling them about an imaginary day spent in a park/funfair.

Step 5. Grammar point: First Conditional. Revision (fifteen minutes)

Students look at the set of pictures to complete the information given by using first conditionals to know their previous knowledge and introduce second conditionals. Then they listen to a CD and complete the information.

Then they ask questions where an if-clause is needed. Once having practised for a while, they listen to a CD again to answer a set of questions based on second conditional.

Step 6. End of Session 3. (five minutes)

The students will write on their school diary their impressions about session 3 which will also be their self-assessment record. Meanwhile the teacher will also fill out the most outstanding information in the students' personal continuous assessment record referred to this third session.

SESSION 4: FORMATIVE EVALUATION.

Step 1. Warm up. (five minutes)

Revision of all the relevant information given in session three.

Step 2. Questionnaire. (ten minutes)

Students are asked to imagine that they are at a shopping centre. Tell students that they are going to do a questionnaire to find out how they would react in different situations. Highlight the fact that this is a hypothetical situation and that therefore the second conditional is used. Ask and answer in open pairs to make sure that all students know what they have to do. Exchange questions with other pairs.

Step 3. Oral practice. (ten minutes)

Discuss in groups which of the statements given in a list are possible/probable and which are improbable/imaginary. Then construct second conditional sentences with the information given. Ask and answer.

Step 4. Listening & Reading. (ten minutes)

Work in groups. Discuss a set of questions.

Study the plan of a shopping centre and say what shops you would visit if you went to the shop.

Play CD and tick the places mentioned of a list given. Compare answers in pairs and check. By means of prepositions describe where the different shops and facilities are.

Step 5. End of Session 4. (five minutes)

The students will write on their school diary their impressions about session 4 which will also be their self-assessment record. Meanwhile the teacher will also fill out the most outstanding information in the students' personal continuous assessment record referred to this fourth session.

SESSION 5: FORMATIVE EVALUATION.

Step 1. Warm up. (five minutes)

Revision of all the relevant information given in session 4.

Step 2. Word building. (five minutes)

Match words to symbols, such as lift, cash machine, toilets, escalator, stairs, phone box. Construct sentences making appropriate use of the new words.

Step 3. Listening & Speaking (fifteen minutes)

- Play the CD, listen to a conversation in a shopping centre, where a stranger asks for directions.
- Work in pairs and ask for/give directions referred to facilities. Use the plan given.

Step 4. Listening & Reading. (ten minutes)

Students discuss their shopping habits in groups. Focus the discussion on the local shopping centre(s) and services.

Nominate students to read out the list of shops and services. Play CD and the students tick the shops they hear. Students compare their answers in pairs and then they listen to the CD to check. Students answer a set of questions on the text. Feed back in open pairs.

Step 5. Speaking. (10 minutes)

Ask the class to tell you some of the presents they expect to received next Christmas, for their birthday and write a selection on the blackboard in random order.

Step 6. End of Session 5. (five minutes)

The students will write on their school diary their impressions about session 5 which will also be their self-assessment record. Meanwhile the teacher will also fill out the most outstanding information in the students' personal continuous assessment record referred to this fifth session.

SESSION 6: SUMMATIVE EVALUATION.

Step 1. Warm up. (five minutes)

Revision of all the relevant information given in session 5.

Step 2. Debate. (fifteen minutes)

- Ask students what advertisements they like in magazines, on TV.
- Discuss the products being advertised. Ask them what sexist means and have a class discussion.

Step 3. Writing Film Reviews. (fifteen minutes)

What was the last film you saw? What type of film was it? Explain words appearing in the reviews of Mission: Impossible and Braveheart.

Students exchange and read each others' reviews. After the correction phase, students copy their work to look like a real review on a separate piece of paper for homework. The reviews can all be displayed on the classroom wall, or film review folder can be made for the class to read.

Step 5. End of Session 6. (fifteen minutes)

The students will write on their impressions about the whole unit in their self-assessment record. They will value the whole process, mixed abilities, materials (used both by the teacher and the students), methodology, reinforcement, and their final task.

Here we will take into account:

- The evaluation criteria established in relation to the didactic objectives and those established by the law.
- Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar).

Final Project

The final task of the planning will consist of the elaboration, in groups of four, of a research work on a tour visit to a city of their own choice since these have been worked out throughout the unit. ●